

Inquiry



An inquiry based system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each standard of the *California Standards for the Teaching Profession (CSTP)*, and *Induction Standards* in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider (SP), participating teachers (PT) assess their practice against a set of specific criteria within the research cycle. Participating teachers gather information, collaborate and/or observe a colleague, develop an action plan, implement that action plan, reflect on collected evidence and apply new learning to future practice. The results are used to guide professional development with on-going opportunities for participating teachers and support providers to explore the impact of instruction on student achievement.

STEP ONE	Determine the focus of the Inquiry Individual Induction Plan • Cells 1-4 Determining what I need to know and be able to do
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Begin by reviewing evidence collected prior to the Inquiry with your support provider. After reviewing all data, identify the focus question for the Inquiry. The following steps are designed to assist in the development of the focus question.

- I. Review the following data:
 - Self Assessment Reflective Conversation Record (**E-3 Assessment Toolbox**)

- II. Complete **Individual Induction Plan (IIP), C-1- Induction Standard Identification and Cells 1-4**
 1. **▲ Induction Standard(s)**
 - Participating Teachers, based on program director decisions, will identify and record the Induction Standard(s) focus area that will be addressed during the Inquiry. (i.e. Standard 16, developing information literacy skills of my students.)
 2. **Cell 1:** *Describe current classroom concerns/area for growth.*
 - Based on findings from the Self-Assessment, determine an area of focus.
 - Utilize data collected during the Context for Teaching and Self-Assessment, to determine an area of focus (i.e. assessment, classroom management, equity and diversity, etc.).
 3. **Cell 2:** *Develop a focus question for this inquiry.*
 - These questions are formulated based on desired areas for growth. Self-Assessment Reflective Conversation Record (**E-3 Assessment Toolbox**)
 - Participating teachers may use the indicator questions on pages 24-29 in the **CSTP** booklet, to identify an open-ended focus question that will lead to an in-depth study of teaching practice.

Sample 1: One CSTP element	
Focus question:	<i>How do I help all students to understand and monitor their own learning goals?</i>
CSTP 5.2:	Involving and guiding all students in assessing their own learning
Standard 20:	Creates a positive, inclusive climate for individualized, specialized instruction and assessment of students with special needs and/or abilities.

Sample 2: Two or more CSTP elements	
Focus question:	<i>What links might there be between students' behavior and the ways in which I have been addressing their learning?</i>
CSTP 2.2:	Establishing a climate that promotes fairness and respect
CSTP 1.2:	Using a variety of instructional strategies and resources respond to students' diverse needs
Standard 17:	Systematically examine personal belief systems and expectations and how they impact student learning and behavior.

4. **Cell 3:** *Determine element(s) of CSTP(s) that are relevant to your focus question.*
 - After writing a focus question, identify all CSTP elements that are relevant to the focus question.
5. **Cell 4:** *What are the anticipated, measurable outcomes for student learning?*
 - Considering the focus question to be researched and potential changes in classroom practice, what are the anticipated, **measurable** outcomes?

STEP TWO	Developing the Action Plan
	Individual Induction Plan • Cells 5-8 Determining what I need to know and be able to do

During **Step Two** participating teachers and support providers will begin developing their **action plan**. This plan will document new learning and how it was applied in the classroom. While completing **IIP (C-1) cells 5-8**, the participating teacher continually documents actions taken over the course of 3-4 months

- I. Completing **IIP (C-1) Cells 5-8**
 1. **Cell 5:** Date
 - Record dates for each action taken to support the focus question.
 2. **Cell 6:** Examining Research related to focus question
Describe resources used:
 - Talk with colleague(s)
 - Observe professional colleague(s)
 - Read research related to focus question
 - Attend workshops/courses
 - Analyze data- such as, student work
 - Explore Internet
 - Observation by support provider
 3. **Cell 7:** Application
 - Describe the learning that was applied in the classroom.
 - In what ways was new knowledge Implemented in the classroom?
 4. **Cell 8:** Results
After implementation in the classroom, describe evidence of:
 - The impact on student achievement?
 - The impact on my teaching?

IIP (C-1) cells 5-8 are continually updated throughout the inquiry process, while **IIP (C-1) cells 9 and 10** serve as the culminating reflection over the course of the entire module.)

<p>STEP THREE</p>	<p>Preparing for Instruction What do you want students to know and be able to do? How will you know that they know?; How will you respond if they don't know?; What will you do if they already know it?</p>
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During this step in the inquiry process, participating teachers and support providers will identify three focus students, in order to document how instruction is differentiated, as well as to monitor student achievement throughout the inquiry process. Using the inquiry Essential Components, teachers will consider all elements necessary to design a lesson series that meets the needs of all students.

I. Essential Components for Instruction (C-2)

1. Participating Teachers and support providers complete the Essential Components (C-2) to ensure all essential components for instruction have been considered in preparation for designing the lesson series. Each question is designed to foster conversations and to document application of Induction Standards 15-20.
2. Complete the Introduction and Boxes 1-15
 - Boxes 1-2 Content Standards and Learning Goals
 - Box 3 Administer an Entry-level Assessment ▲
 - Boxes 4-5 Identify summative and progress monitoring assessments
 - Box 6 Using results from the entry-level assessment – ▲ **Entry-level Assessment Resource (C-3) Part 1 and Part 2** identify skills needed for the lesson series.
 - Box 7 Review IIP **cells 5-8**. Describe how you will apply what you have learned to this lesson series.
 - Boxes- 8-15 Complete all cells with support provider assistance. Should you need additional resources/professional development, review your **Context For Teaching Module (A-1)** or contact your Program Director for professional development support.

II. Entry Level Assessment

1. Participating teachers administer their **Entry Level Assessment** and complete (C-3) **Part 1** (or alternative format). ▲
2. Utilizing results from Part 1, participating teachers reflect on the results and complete (C-3) **Part 2**.
3. This information will be used to identify focus students, plan lesson series, and make appropriate adaptations to instruction.

III. Selecting Focus Students (C-4)

1. Participating teachers and support providers identify three students that represent the different instructional needs in the classroom. The students selected will represent:
 - English Learner
 - Special Populations
 - Choice (A student who completes the range of ability in the classroom not represented by the English Learner or Special Populations)

IV. Lesson Series Begins

1. Participating Teachers begin teaching the lesson series.
2. Participating Teachers determine when the support provider will come in to observe one or more of the lessons in the series, as related to the focus question.
3. Participants complete **(C-5)** Lesson Plan Template (or a district approved plan) ▲ prior to support provider observation of the lesson.

STEP FOUR	Observation Collecting supportive evidence of implementation
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During this step in the inquiry process, participating teachers will be observed by their support providers. Using the inquiry Essential Components, teachers consider all elements necessary to design an instructional lesson that meets the needs of all students. The instructional plan should consider identified focus students in order to document how instruction is differentiated, as well as to collect evidence about student achievement.

I. Pre-conference

1. Review completed Essential Components for Instruction **(C-2)** and corresponding lesson plan (▲ **C-5** or district aligned lesson plan).
2. Review information recorded on **(C-4) Focus Student Selection**. Use a copy of the seating chart to identify focus students.
3. Determine where the lesson to be observed fits within the lesson series.
4. Fill in the top portion of the ▲ observation tool **(C-6)** based on your focus questions, selected CSTP(s), and identified Induction Standard(s).
5. Review **Context for Teaching** for additional resources.

II. Observation

1. Support provider gathers evidence from one lesson within the series using ▲ **(C-6)** or alternative observation tool. This observation tool must include evidence related to:
 - Focus question(s),
 - Selected CSTP(s)
 - Selected Induction Standard(s)
 - Content Standard
 - Additional CSTP and Induction Standards, as observed.
 - Three focus students
2. Indicate all CSTP and Induction Standards observed during the lesson at the bottom of Observation ▲ **(C-6)**.

III. Post Observation

1. Support provider and participating teacher review evidence collected, including:
 - Observation Record
 - Analysis of Student Work (C-7)
2. After reviewing evidence, record how the changes implemented impacted classroom instruction (Action Plan - **IIP C-1, Cell 5-8**).

STEP FIVE	Summative Assessment Analyzing Student work to reveal those who really understood and determine next steps for those who did not
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At the conclusion of the lesson series, a summative assessment is given to all students. Participating teachers and support providers analyze the work of the three focus students, and the whole class, in order to document how effective students were in meeting learning goals. (C-2, Box 2)

- I. **Sort graded data/student work into four groups (▲ C-8 part 1).**
- II. **District student assessment data may be substituted for ▲ C-8 part 1.**
- III. **Complete summative assessment reflection (C-8 part 2).**
 1. Participating teachers will connect with:
 - Learning goals (C-2 Box 2) to determine if they were met.
 - Lesson components (C-2 Boxes 6, 9, and 10) to determine if they were effectively implemented.
 - Focus student progress
 - Appropriate intervention to be used
 - Appropriate enrichment

STEP SIX	Reflection and Application Assessing professional growth over time
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During this step in the inquiry process, participating teachers and support providers will review the evidence collected and return to the IIP cells 9-10 for a final reflection. Using the ▲ Description of Practice (E-1) or alternative assessment criteria tool as a guide, teachers will assess their practice in relation to the CSTP and Induction Standards.

- I. **End of Inquiry Assessment (Self Assessment E-2 in Assessment Toolbox)**
 1. Review all evidence collected during this Inquiry.
 2. Use the ▲ Description of Practice (E-1) or alternative assessment criteria tool , as
 3. a reference to determine placement on E-2.1.
 4. Mark all CSTP elements on E-2 for which there is evidence (Use Source of
 5. Evidence Codes when marking).
 6. All standards will be addressed, over the course of the induction experience.
 7. Describe your strengths and challenges, related to teaching practice for Induction
 8. Standards 15-20, for which there is evidence (E-2.1).
- II. **Self Assessment Reflective Conversation Record (E.3) in Assessment Toolbox**
Update **Reflective Conversation (E.3) in Assessment Toolbox**. After completing self-assessments, update new insights and areas for future growth.
- III. **Reflection IIP (C-1 Cell 9)**
 1. On Individual Induction Plan (C-1, Cell 9), list specific evidence that impacted:
 - Instructional/classroom practices
 - Student achievement
- IV. **Application IIP (C-1, Cell 10)**
On Individual Induction Plan (C-1, Cell 10) describe how new learning is applied to future practice.